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ABSTRACT

Maine's York County Technical College (YCTC) developed a College Success Management course to help students learn and adopt strategies that promote their college success. In designing the course, a review of related literature was completed to determine the background and purposes of student success courses, data on student attrition, expected outcomes of the course, and possible course content and formats. Following the review, sample student success course syllabi were obtained from three two-year colleges and a matrix of course content was compiled. Criteria for the course were then developed by a formative committee of one full-time faculty member, one student, one adjunct faculty member, and a dean of students and validated by a summative committee of a high school guidance counselor, the Humanities department chair, and an academic dean. The course finally developed covers topics related to library use, dealing with pressures from home, diversity and learning styles, time management, resume development, communication skills, note taking, memory techniques, test-taking strategies, critical thinking, relationships, and health and stress management. Appendices provide lists of formative and summative committee members, a description of the committees' duties, minutes from formative committee meetings, the course criteria, response and validation forms and letters from the summative committee, and the final course syllabus and outline. (Contains 18 references.) (BCY)

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DEVELOPMENT OF A COLLEGE SUCCESS MANAGEMENT COURSE FOR YORK COUNTY TECHNICAL COLLEGE

Curriculum and Program Planning

John J. Rainone

York County Technical College

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A practicum report presented to Programs for Higher Education in partial fulfillment of the requirements for the degree of Doctor of Education

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by

John J. Rainone

May, 1997

The problem under investigation was that York County Technical College (YCTC) had not developed strategies to address student persistence and academic performance. The purpose of this study was to develop a College Success Management course that would provide an opportunity for students to learn and adopt strategies to promote their success in college.

The research questions were, "What contents should be included in a College Success Management course," What was the most appropriate design of the course in terms of structure, format and time duration," and "What results were anticipated or benchmarked?" A developmental methodology was used to answer the research questions. Data from the literature review included (a) background and purpose of student success courses, (b) student attrition, (c) course outcomes, (d) course content, and (e)

course format. In addition, course outlines from other colleges were also used as a foundation in constructing the course.

Several procedures took place to complete this development practicum. These steps were to (a) conduct a literature review, (b) establish the criteria, (c) validate the criteria, (d) secure three course syllabi from other institutions, (e) develop the course with guidance from a formative committee, (f) validate the product using a summative committee, and (g) revise the product if necessary.

The major conclusion of this report was the successful development of a College Success Management course for YCTC. Two important benefits resulted from this practicum. The first benefit is the expected increased retention from the student's first semester to graduation. The second is that this course will help students clarify their personal and education goals. Finally, it was recommended that the course be implemented immediately and become a requirement of every degree and certificate student at YCTC.

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Chapter 1

INTRODUCTION

Nature of the Problem

York County Technical College (YCTC) was a newly formed public, two-year, postsecondary institution by the Maine State Legislature on April 15, 1994 through passage of the "Act to Establish York County Technical College." The College is the seventh college of the Maine Technical College System and officially opened its doors on September 5, 1995. YCTC offers both traditional and non-traditional programs of study on a full- and part-time basis. YCTC has experienced a growth in annual enrollment of 116% from Fall 1995 to Fall 1996. Currently, the average age of students enrolled at YCTC is 33 which averages a 15-year absence from a classroom setting since high school.

The topic of student attrition in the college population has been of interest to researchers for many years. In order to survive financially, colleges are faced with essentially three options: to become more aggressive in recruitment methods for the reduced population of 18-year olds, to find a new market (non-traditional aged students), and to find ways to retain the students who already enrolled at their institutions. King (1993) states that the six reasons for the lack of student success are (a) inappropriate course selection and poor scheduling, (b) faculty members with limited familiarity of the resources available on campus, (c) low use of support services, (d) external factors, (e) inability to anticipate and adjust to the

impact of personal life changes, and (f) lack of a mandatory, comprehensive advising process (pp. 27-28).

Most colleges have developed strategies to address all these areas. The literature is rich with research and materials regarding the challenge of keeping enrolled students "retained" and which identify the first semester of the Freshman year as the critical period during which students are most likely to drop out.

As a newly formed institution, YCTC has not developed these strategies to address student persistence and academic performance. The development of a college success course was to take the lead in this development.

Purpose of the Study

The purpose of this study was to develop a college success management course for York County Technical College. The purpose of this course was to provide an opportunity for students to learn and adopt methods to promote their success in college.

Significance to the Institution

Many new students, whether fresh out of high school or returning to the academic setting after several years, experience distinct needs which require immediate attention to insure success in a collegiate program. With the average age of the student body at 33, YCTC must have a true commitment to academic success of each student. Several programs and services available for a student's success are being planned by the College to: a) provide the best learning experience available, b)

retain the students currently enrolled, and c) to help students clarify their personal and educational goals.

Relationship to Seminar

This practicum was directly related to the Curriculum and Program Planning seminar in that this development addressed the following topics of this seminar: learning style assessment, course development, teaching methodologies, and objective writing.

Research Questions

There were three research questions for this study. First, "What topics should be included in a college success management course for use at YCTC?" Second, "What was the most appropriate design of the course in terms of structure, format and time duration?" Third, "What results were anticipated or benchmarked?"

Definition of Terms

For the purposes of this practicum, the following terms were necessary to clarify

Attrition. Attrition is a natural reduction, whether voluntary or involuntary, of the population of enrolled students within a college.

College Success Management. College Success Management is the course title chosen by York County Technical College as the name of its "Freshman Seminar."

Matriculation. Matriculation is the declaration by a student into a credential-granting program of study.

Retention. Retention is the ability of a college to retain enrolled students until graduation.

Student Success. Student success is the satisfactory accomplishment by a student in each course and/or program.

Chapter 2

Review of Related Literature

Introduction

A literature review was performed to survey student success alternatives. An extensive search of the literature was conducted to identify the major topics that are currently included in the student success course. Three models from other colleges courses were compiled and used as the basis for determining the content. The focus of the review was on course objectives, course content, and format necessary to provide an effective student success course at York County Technical College.

The literature review contained examples of the format, content, characteristics of student attrition, and scope of various types of courses. This information was utilized to make informed choices and adapt this appropriate content to the needs of York County Technical College. The literature review explored five major areas: (a) background and purpose of student success courses; (b) student attrition, (c) course outcomes; (d) course content, and (e) course format.

Background and Purpose of Student Success Courses

The notion of orienting students to college is not new. Before the turn of the century, Boston University became the first college to offer one of these now familiar programs (Fidler, 1992, p. 217). Although in 1916 only six American colleges offered orientation courses for credit, 82 had

established them within the next ten years (Barefoot & Gardner, 1993, p. 142). The numbers of orientation courses being offered on American campuses fluctuated during the mid-twentieth century, reflecting the changing attitudes and trends in American higher education.

In the 1970's, the freshman orientation seminars made their return to college campuses because of the influx of students from diverse backgrounds whose needs were not being met from existing orientation programs (Barefoot & Fidler, 1992, p. 176). Today, approximately 67% of American colleges and universities offer a college success course in some form (Shanley & Witten, 1990, p. 345). A recent national survey research (Barefoot, 1992; Barefoot & Fidler, 1992) found that many campuses offer freshman seminars with a decidedly academic focus - whether all sections address a common topic or theme or a variety of topics as chosen by each instructor (Barefoot & Gardner, 1993, p. 141).

The course goes by various names, among them: The Freshman Seminar, Extended Orientation, College Survival Skills, The College Experience, and College 101. The intent of the course, however, is the same - to provide "a kinder introduction to college life (Barefoot, 1992, p. 2). Students are offered this introductory course as a "life jacket . . . to help them in their important transitions to college life" (p. 2). A college survival skills course insures meaningful contact with the student in the first critical six weeks of the semester and

provides support to the student throughout the remainder of the semester.

Recent research on college students has validated the creation of small, interactive groups of first-year students as a means to enhance participating students' success (Barefoot & Gardner, 1993, p. 143). In the words of David Ellis, founder of College Success, Inc., "this forum gives students permission to begin serious inquiry into what they can do to make their academic experience more successful" (Barefoot, 1993, p. 3).

Student Attrition

Student attrition is a major concern for most colleges today. Numerous institutional, societal, and personal factors have been found to influence student decisions to leave college. Many of these factors are not controllable. However, some of these variables are within the sphere of influence of colleges. Therefore, efforts to identify and minimize preventable causes of student attrition are necessary (Cuseo, 1991, p. 1).

Schreiner, (1991) as part of a national study, identified characteristics of students at risk for dropping out of college. Among these factors were: (a) weak educational values, (b) poor initial impression of the institution, (c) no interest in becoming involved in campus activities or meeting new people, (d) poor study habits, (e) little desire for help with career planning, and (f) a high level of predicted academic difficulty (p. 6). Currently, colleges and universities across the county are faced with essentially three options in order to survive

financially: to become more aggressive in recruitment methods for reduced population of 18-year olds, to find a new market (non-traditional aged students), or to find ways to retain the students who are already enrolled at their institutions.

Research reveals patterns of attrition that can be useful to community colleges in directing retention efforts. Only 3-5% of students are dismissed. The majority leave on their own. Attrition is greatest in the first year. Of the students who drop during the terms of the first year, half drop in the first six weeks of the semester (Noel & Levitz, 1993, p. 45). Furthermore, of those who drop out, most lack the social interactions and friendships on campus that foster academic and social growth. Almost none had a positive relationship with at least one faculty member (Peglow-Hoch & Walleri, 1990 p. 31) (Noel & Levitz, 1992, p. 4). If students make it through their first year successfully, the chances that they will persist improve. Attrition generally decreases by almost 50% with each year of a student's education (Noel & Levitz, 1992, p. 2).

Fielder (1991) reports the University of South Carolina has collected data indicating that students who have participated in the freshman seminar course have exhibited higher sophomore retention rate than non-participants for fourteen consecutive years (p. 9).

Course Outcomes

When colleges make the decision to offer a freshman skills course, such a decision is often based upon the reputation this

course type has achieved as one means to improve freshman-to-sophomore grade point averages, retention, and ultimately graduation rates of participating students (Fidler, 1991, p. 11). In fact, freshman seminars have probably been subject to more forms of systematic evaluation than any other courses in American higher education (Cuseo, 1991, p. 3).

The positive effects of such courses on students - especially those from two-year colleges - are well documented. Research shows the courses to be highly productive in enhancing freshman retention and academic performance (Rice & Coll, 1991, p. 7). Additional evidence points to the beneficial effects of the courses on increasing student knowledge of the campus; fostering student use of academic services; encouraging faculty and student interaction; increasing student involvement with extra-curricular activities; and remediating poor academic skills (Riesenberg, 1994, p. 35). The goal of a college survival skills course insures meaningful contact with the student in the first critical six-to-eight weeks of the semester and provides support to the student throughout the remainder of the semester.

Course Content

While the design and content of Freshman Seminar courses vary from campus to campus, the "essence of their character lies in bringing together small groups of freshman under the tutelage of supportive instructors" (Rice & Coll, 1991, p. 6). Their rationale centers upon providing a place for freshman to interact with faculty and establish a supportive peer group to deal with

initial college difficulties. Content for a college survival skills course is tailored to meet the specific needs of the college's student population. An eclectic blend of topics is typical. One criterion for guiding decisions on whether a participant concept should be addressed is the degree to which that concept has been associated with such positive student outcomes as student retention and student achievement (Cuseo, 1991, p. 11).

A 1991 National Survey of 612 institutions show that current freshman seminars focused on topics that can be categorized as either academic skills, knowledge of the institution and of higher education, and skills for living in and beyond college (Barefoot & Fidler, 1992, p. 146). The primary topics include basic study skills, time management, campus facilities and resources, wellness, relationship issues, campus rules and regulations and cultural diversity.

Cuseo (1991), using empirical evidence as the key decision-making criterion, recommends the following seven concepts for inclusion in a freshmen seminar course: (a) the meaning, value, and expectations of a liberal arts educations; (b) self-concept and self-esteem; (c) problem solving and decision making; (d) goal setting and motivation; (e) learning skills and strategies; (f) managing time and stress; and (g) interpersonal relations (pp. 11-20).

Genesee Community College concentrates their "Transitions: The First-Year Experience" course on four primary components:

study/survival skills; career planning/goal setting; personal development and self-awareness; and the history, current status and purpose of higher education (Wahlstrom, 1993, p. 15). Marymount College focuses their course content on five developmental areas: vocational, cognitive, personal, affective, and social (Cuseo, 1993, p. 19).

Course Format

An effective course framework contains several key elements. According to College Survival (1993), administrators and faculty can demonstrate their support of a college success course by assuring the following criteria are included: (a) the course is credit-bearing to add more emphasis with students; (b) the course is a requirement in the curriculum; (c) best results are obtained when the course is presented over the entire term rather than offered all at once; and (d) courses are well scheduled during regular class hours (pp. 9-12).

Cuseo (1991) suggests extending freshman seminars into a full-semester course because it assures sufficient time for in-depth, comprehensive coverage of the range of topics. For example, a discussion of test-taking strategies could be specifically scheduled just prior to midterm exams, applied by the students during midterms, and follow-up feedback could be generated after students receive their midterm test results (p. 4). This learning cycle consists of (a) teaching/modeling, (b) practice, and (c) feedback (p. 4).

Summary

As discussed, colleges and universities across the United States struggle to keep their classes filled with students. With that shrinking pool of students comes the reality that there are fewer highly academically prepared students to go around. Individuals who may not have previously been considered by colleges are now being granted admission, underprepared though they may be.

The effects of freshman seminars during the first semester of the freshman year have been studied throughout the years. The research indicate that course participants have significantly higher retention rates than non-participants (Cuseo, 1991, p.3). Furthermore, Fidler (1991) concludes that the freshman seminar can help the talented student perform better academically while at the same time helping weaker students survive (p. 228).

Forrest (1993) probably sums it up the best:

> "probably the single-most important move an institution can make to increase student persistence to graduation is to ensure that students receive the guidance they need at the beginning of the journey. . .this guidance system should include . . . a formal course during the first term on campus" (p. 18).

Chapter 3

METHODOLOGY AND PROCEDURES

Problem Solving Methodology

The purpose of this practicum was to develop a College Success Management course for York County Technical College. A development research methodology was utilized to design the course.

There were seven procedures followed to complete this development practicum. These steps were to (a) conduct a literature review, (b) establish the criteria, (c) validate the criteria, (d) secure course syllabi and formats from other institutions, (e) develop the course with guidance from a formative committee, (f) validate the product using a summative committee, and (g) revise the product if necessary.

First, a review of literature was conducted. This review included a broad area of student success courses, their purposes, sample models and formats. The literature review was divided into categories and summarized.

Second, the content criteria were established for the course. This formative committee consisted of one full-time faculty member, one student, one adjunct faculty member and one dean of students (see Appendix A). The duty of the committee was to guide the development of the College Success course, assist in the editing process, and provide reaction during the development of the procedures of the course process (see Appendix B). An outline of the course content was developed by this committee.

The formative committee met two times; on May 2, 1996 and May 15, 1996 (see Appendixes C and D).

Third, three sample student success course syllabi were secured from Quinsigamond Community College in Massachusetts, New Hampshire College in New Hampshire, and New Hampshire Community/ Technical College in New Hampshire. A matrix of each of these courses was completed to use as content criteria for this practicum (See Appendix E).

Fourth, the summative committee was established to validate the criteria. The summative committee consisted of a former assistant dean of student affairs and current high school guidance counselor, a department chairperson of humanities, and a vice president/academic dean (see Appendix F). The department chairperson on this committee was a replacement for the associate dean of academic affairs because she is no longer in this position. The former assistant dean of students affairs was a replacement for the admissions director because she is also no longer in this position. The duty of this committee (see Appendix G) for this step was to examine the criteria and determine if it would be an appropriate tool to measure the student success course (see Appendix H). During this step, the committee did not meet as a group but responded to the criteria by mail on a form (see Appendix I) during the months of September and October, 1996.

Fifth, a draft of the entire content outline including course description, course objectives, and topics to be covered

by the course was written based on the outline discussed in steps two and three.

Sixth, the draft was reviewed by a summative committee for validation purposes, using the criteria previously established. The duty of the summative committee in this step was to validate the completed course outline and contents using the criteria from steps two and three. The course outline and validated criteria were mailed to the three members of the summative committee (April 16, 1997). This summative committee did not meet as a group but responded to the criteria by mail on a form (see Appendix J) during the months of April and May, 1997.

Seventh, all comments and suggestions of the summative committee were analyzed and revisions were made as necessary (see Appendix K).

Assumptions

For this practicum, it was assumed that the literature for this project was complete and accurate. It was assumed that the formative and summative committees had the background and knowledge to assist in the development of this project. It was assumed that the members of the summative committee were able to validate the criteria accurately. It was further assumed that the result of the College Success Management course was valid for York County Technical College.

Limitations

It was a limitation of this practicum that this College Success Management course was limited to the specific needs of

York County Technical College students. It was a further limitation that student success courses can vary in content and format.

Chapter 4

RESULTS

This developmental research study resulted in the development of a College Success Management course for York County Technical College. The results of the seven steps of the study were discussed in detail.

A review of the literature was conducted and three major areas were examined. The areas examined (a) background and purpose of student success courses; (b) student attrition, (c) course outcomes; (d) course content, and (e) course format. Information from the literature review was used during the criteria and development phases of the study.

The criteria for the College Success Management course was established. The formative committee developed seven criteria for the College Success Management course. The formative committee first met on May 2, 1996 (see Appendix G) to discuss the purpose of the study, review the literature review and to review three models from other colleges' syllabi for the basis of determining the criteria. The formative committee felt that the three models of student success courses provided the most complete information to use in the development of the criteria. From this meeting, seven tentative criteria were formulated.

The second meeting of the formative committee was held on May 15, 1996 (see Appendix H). The criteria from the previous meeting was reviewed and discussed. The following changes were made to the tentative proposal: (a) Item 1 was expanded to

include the number 15 and 1-hour seminars to be more specific; (b) Items 2, 3, 6, and 7 were expanded to include topics of learning styles, oral communications, critical thinking, diversity, relationships, resources, and reading comprehension; (c) Item 4 was expanded to include a recommendation of class size not to exceed 20 students; (d) Item 5 was expanded to include a suggested value of course evaluation of 50% towards the final grade; (e) three new items were added to the suggested criteria...these include, an item of the importance of class participation, the use of informal quizzes, and a requirement of a short oral presentation.

A summative committee was established to validate the criteria (see Appendix F). The summative committee did not meet as a group but did respond to the criteria by mail. The three members of the summative committee were mailed the proposed criteria (see Appendix H), the response form (see Appendix J), and a memo describing the duties of the summative committee (see Appendix G) on September 10, 1996. Table 1 describes the responses.

Table 1

Responses from Summative Committee of Validation of Criteria

Question 1 - Content

Response 1 - The content is strong but based on your population I would consider adding a session on health and stress management.

Response 2 - I see how the topics covered in this course will help any student at your college.

Response 3 - There are many options, but you have a solid list of topics for your students.

Question 2 - Format and Structure

Response 1 - Considering the limited time you have for the course, I like the seminar format.

Response 2 - Students could spend more of their own time to explore outside of classtime.

Response 3 - Teachers need to be oriented with this structure of a class considering the seminar format.

Question 3 - Anticipated Benefits

Response 1 - Your literature helps explain it all.

Response 2 - Our course has assisted our students with many more answers regarding college a lot sooner.

Response 3 - YCTC will benefit from lower attrition.

The formative committee did not meet a third time but provided a great deal of feedback during the first draft of the handbook. This input was provided during the months of October

and November, 1996. The majority of the feedback was suggestions to improve readability of the course syllabus.

The second major duty of the summative committee was to validate the final product. The summative committee responded to the completed course outline on a validation form (see Appendix J).

The final step in the developmental process was to make any changes necessary as a result of the comments of the summative committee. No significant changes were recommended by the summative committee (see Appendix K).

As a result of the seven steps of the developmental methodology, the appropriate and valid components for a College Success Management course to be used York County Technical College was developed.

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The purpose of this study was to develop a College Success Management course for York County Technical College to contribute to reducing attrition at YCTC. Furthermore, the course contains topics and exercises expected to assist students in becoming more effective in their courses and thereby improving their overall academic performance.

Conclusions

In the successful development of this practicum a College Success Management course was developed. As a result of feedback from faculty, students and administration, it can be expected that this course will be a valuable resource to student success.

It was concluded that three important benefits resulted from this practicum. The first benefit was the anticipation of increased retention of students that will directly effect the revenue generated by the institution. The second benefit was the development of this course could lay the groundwork for the development of an effective retention management program. Finally, the third benefit of this development is the expectation that this course will help students clarify their personal and education goals.

The educational process at YCTC should be improved from the development of this College Success Management course. This

study created a course that would contribute to the educational experience of students. Furthermore, development of this course should lead to better services for the students of YCTC. Better served students should lead to increased student satisfaction and retention.

In summary, as a consequence of the literature review and the involvement of the formative and summative committees, the primary conclusion suggested that a valid College Success Management course was developed.

Implications

The implications were derived from each section of the conclusion. These implications were associated with the purpose and problem of this study as well as the conclusions.

It is expected that York County Technical College will now have the responsibility of implementation of the College Success Management course. The students and the college will now have a vehicle to assist with student retention, persistence, and success.

Recommendations

As a result of the development of this College Success Management course, YCTC should utilize this course for all students beginning in the Fall semester 1997. It was recommended that the Assistant Dean of Continuing Education be responsible to propose this course to the Academic Affairs Committee.

It was also recommended that faculty selected to teach this course be trained at a summer orientation program. The Assistant

Dean of Continuing Education was recommended to schedule an in-service session during the summer to review the purpose and need of the course, the expectations, the course content, and the approaches to teaching the course. It was further recommended that prior to each semester, this in-service program be made available to future instructors of the course.

The final recommendation of this study was that a comprehensive evaluation of this course be undertaken after the first semester and then after the first year. Students and faculty of YCTC will evaluate and determine the success and effectiveness of the course. The Assistant Dean of Continuing Education will be responsible for developing and administering these comprehensive evaluations. Revisions to the content and/or format should be made by the Assistant Dean of Continuing Education at the end of this evaluation.

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APPENDIXES

Appendix A

Formative Committee Members

Members

S. C. This member of the criteria committee is the Department Chairperson of Business. This member has designed and taught success workshops at the secondary and postsecondary levels. This member also has over 20 years of secondary teaching experience.

P. O. This member of the criteria committee is an adjunct faculty member in the Department of Business. This member also has served as an adjunct faculty member at two other local colleges and has taught a student success course in the past.

M. W. This member of the criteria committee is the Dean of Students for York County Technical College. This member brings over 20 years of student personnel and guidance experience.

D. C. This member of the criteria committee is an adult student in the Computer Applications Technology degree program. This member has experience attending another college as well as could shed light on her experience and needs as a freshman student.

Appendix B

Duties of the Formative Committee

Date: May 2, 1996

To: Formative Committee, S. C., M. W., P. O., D. C.

From: John Rainone

Re: Duties of Committee

Thank you for agreeing to serve on this formative committee for my doctoral program at Nova Southeastern University. I hope you will find this experience a rewarding one.

The duties of the formative committee will be two-fold: (1) to develop the evaluation tool that will be used to determine the quality and effectiveness of the College Success Management course; and (2) to act as a sounding board for me during the actual development of the course. The criteria and the final draft of the course will be "validated" and approved by a summative committee who consist of one internal administrator and two individuals from other institutions who can give expertise in working with freshman students and their particular needs.

As we discussed, our first meeting is scheduled for Monday, May 6, 1996 at YCTC in Room 101 from 3:30-5:30 p.m.

I am available to speak with you by phone or in person, if necessary. I have enclosed my original proposal for this project for your review.

Again, thank you for your willingness to assist me with this endeavor.

Appendix C

Formative Committee, May 6, 1996

Minutes of Formative Committee Meeting on May 6, 1996

All four members of the formative committee met with Rainone on May 6, 1996, at York County Technical College in Wells, Maine. Rainone reviewed the purpose of the meeting, the Nova Southeastern University Ed.D. program and the need for a College Success Management course. It was agreed that the formative committee would help guide in the development of the course for York County Technical College.

The criteria were discussed by the committee. A summary of three course models from other institutions (New Hampshire College, Quinsigamond Community College, and New Hampshire Community/Technical College) was reviewed along with the preliminary literature review used in the proposal process of the practicum.

The committee was also informed that the Academic Affairs Team of YCTC had established the name of the course and the amount of class contact hours (16 hours). This decision was made because of regulations on the part of the Maine Technical College System regarding changes to degree programs. The Academic Affairs Team agreed the course would be designed as a one-credit offering.

From this information, criteria were discussed and presented. The following are the components:

(1) the course topics would be best served as separate seminars to cover a maximum amount of course topics.
(2) the course will include topics of study skills.
(3) the course will include a topic of career planning which includes resume writing, interviewing techniques and job seeking skills.
(4) the structure of the course should be small group, lecture, and group sharing format.
(5) the students should produce a portfolio at the end of the course which would include at a minimum journal entries, a completed resume, a library assignment, and class reaction papers.
(6) the course will include information on the use of the library including using the internet.
(7) the course will include topics of time management, memory and communication techniques.

Rainone reminded the committee that the final criteria developed by this committee would be mailed to the summative committee for validation purposes.

The committee agreed to meet on Wednesday, May 15, 1996 to finalize the criteria and components of the course.

Appendix D

Formative Committee, May 15, 1996

Minutes of Formative Committee Meeting on May 15, 1996

All members (S. C., M. W., P. O., & D. C.) were present for the meeting and met with Rainone on May 15, 1996, at York County Technical College in Wells, Maine. Rainone reviewed the purpose of the meeting.

The criteria from the previous meeting were reviewed and discussed. Committee members were pleased with the outcome of the first meeting (May 2). The objective of this meeting was to finalize the criteria and develop a list of topics to be included in the course.

From the discussion the committee agreed upon the following:

(1) since the class meets a total of 15, 1-hour sessions, the course topics would be best served as separate seminars to cover a maximum amount of course topics.

(2) the structure of the course should be small group, lecture, and group sharing format with a maximum of 20 students.

(3) the students would produce a portfolio at the end of the course which would include at a minimum textbook and classroom journal entries, a completed resume, a library exercise, and class topic reaction papers - this exercise would be the major assignment for the course and worth approximately 50% of the final grade.

(4) the course topics will include the following topics:

- resources (community, library, college and home)
- learning styles and exercise
- time management techniques
- resume writing and career development
- oral and group communications
- note taking and written communications

- memory techniques and reading comprehension

- test taking techniques

- critical thinking

- diversity

- relationships (parents, home, work, college)

(5) class participation should make-up a large portion of the grade of the student (i.e. 25-30% of the total grade).

(6) informal quizzes should be considered to assure reading comprehension.

(7) students should deliver one short oral presentation on a topic of their choice.

Rainone agreed to mail this criteria to the summative committee for validation purposes. This committee will meet formally, if necessary, when Rainone has developed a draft of the course syllabus.

Appendix E

College Success Management Criteria Review

CRITERIA	New Hampshire College	New Hampshire Community/ Technical College	Quinsig-amond Community College
Academic Policies	x		
College Structure	x		
Communication Skills	x		x
Community Living	x		
Credits for Course	3	1	1
Diversity	x		
Goal Setting	x		
Health & Wellness	x	x	x
Learning Styles			x
Library Use	x	x	
Life Planning	x		
Memory Techniques		x	
Money Management	x		
Portfolio Requirement		x	x
Social Issues	x		
Stress Management	x		
Study Skills	x	x	x
Time Management	x	x	x
Transition to College	x	x	
Values Clarification	x		

Appendix F

Summative Committee Members

Members

G. R. This member of the summative committee is the Vice President/Academic Dean at York County Technical College. This member is chief academic officer at the college and has the ultimate responsibility for all credit courses.

L. F. This member of the summative committee is the former Assistant Dean of Student Affairs at New Hampshire Technical College. She is currently a high school guidance counselor and has over 12 years of experience in admissions, recruitment, and retention. This member has taught a similar college survival course and completed a master's thesis on the effects of a college survival course on graduation completion.

D. F. This member of the summative committee is the Department Chairperson for Humanities at York County Technical College. This member will have the responsibility of supervising this College Success Management course and the faculty who teach it.

Appendix G

Duties of the Summative Committee

Date: September 10, 1996

To: Summative Committee, G. R., L. F., D. F.

From: John Rainone

Re: Duties of Committee

Thank you for agreeing to serve on this summative committee for my doctoral program at Nova Southeastern University. I hope you will find this experience a rewarding one.

The duties of the summative committee will be two-fold: (1) to validate the criteria developed by the formative committee for the College Success Management course; and (2) to certify that the course meets the criteria that have previously been established. The criteria are the measuring devices you will use to determine if the course is complete.

Please respond in writing using the enclosed form to me for the first part of the duties at this time (validation of the criteria). Once the final draft of the course outline is written you will be asked to write a second letter verifying its content.

I am available to speak with you by phone or in person, if necessary. I have enclosed my original proposal for this project for your review.

Again, thank you for your willingness to assist me with this endeavor.

Appendix H

Criteria

Criteria for the Development of a College Success Management course for York County Technical College.

(1) since the class meets a total of 15, 1-hour sessions, the course topics would be best served as separate seminars to cover a maximum amount of course topics.

(2) the structure of the course should be small group, lecture, and group sharing format with a maximum of 20 students.

(3) the students would produce a portfolio at the end of the course which would include at a minimum textbook and classroom journal entries, a completed resume, a library exercise, and class topic reaction papers - this exercise would be the major assignment for the course and worth approximately 50% of the final grade.

(4) the course will include the following topics:

- resources (community, library, college and home)
- learning styles and exercise
- time management techniques
- resume writing and career development
- oral and group communications
- note taking and written communications
- memory techniques and reading comprehension
- test taking techniques
- critical thinking
- diversity
- relationships (parents, home, work, college)
- health and stress management

(5) class participation should make-up a large portion of the grade of the student (i.e. 25-30% of the total grade).

(6) informal quizzes should be considered to assure reading comprehension.

(7) students should deliver one short oral presentation on a topic of their choice.

Appendix I

Summative Committee Criteria Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the criteria for the College Success Management course for York County Technical College. Your participation in this process is greatly appreciated.

1. Please respond to the proposed content and scope of the College Success Management course.

2. Please respond to the proposed format of the adjunct faculty handbook.

3. Please suggest any improvements to the proposed criteria.

Name _____ Date _____

Thank you again for your participation.

Appendix J

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the College Success Management course for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the course as it relates to the established and validated criteria.

2. Please respond to the format and structure of the course as it relates to the established and validated criteria.

3. Please provide any additional comments regarding the course or anticipated benefits of the course for YCTC.

Name _____ Date _____

Thank you again for your participation.

Appendix K

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the College Success Management course for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1: Please respond to the overall content and scope of the course as it relates to the established and validated criteria.

The breadth of course topics addressed appears comprehensive and appropriate for the college population who will participate.

2. Please respond to the format and structure of the course as it relates to the established and validated criteria.

Extremely positive aspects of format & structure include the small group dynamic, 15-week duration to enable relationships among learners to enhance growth and reflection, and the cumulative portfolio are impressive components. I believe the entire structure is well developed and success oriented.

3. Please provide any additional comments regarding the course or anticipated benefits of the course for YCTC.

As an instructor for a similar course for several years, my experience and significant graduate coursework on such courses gives me great confidence in the success of this new format.

Name Joanna A. Fratus, M.Ed Date May 13, 1997

Thank you again for your participation.

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the College Success Management course for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the course as it relates to the established and validated criteria.

I think the content and scope relates to the criteria. Over the year of offering the course, we have learned the the course may try to pack too much into the 15 hours; students consistently have said the course needs more hours

2. Please respond to the format and structure of the course as it relates to the established and validated criteria.

The format and structure of the course relates to the criteria, especially the emphasis on small class size, group work, and a portfolio approach towards "certification" as a "Master Student."

3. Please provide any additional comments regarding the course or anticipated benefits of the course for YCTC.

The course has been well-received by students. We hope to continue developing & and modifying it to the needs of our students

Name Dianne Fallon Date 5/16/97

Thank you again for your participation.

Summative Committee Product Validation Form

As a member of the Summative Committee, it is your review and response to the following questions that will validate the College Success Management course for York County Technical College. This product was developed based on pre-established criteria and the help of a formative committee. Your participation in this process is greatly appreciated.

1. Please respond to the overall content and scope of the course as it relates to the established and validated criteria.

The content & scope are both very appropriate for the student being served at YCTC. It serves as a good survival course for both traditional and non-traditional students.

2. Please respond to the format and structure of the course as it relates to the established and validated criteria.

The 15 one-hour modules work well. There are some items listed in the appendix H - criteria which do not appear in the official course outline (eg. diversity, stress management.)

3. Please provide any additional comments regarding the course or anticipated benefits of the course for YCTC.

The concept of the student keeping a journal is great!

Name Gary L Rhodes Date 5/27/97

Thank you again for your participation.

Appendix L

YCTC College Success Management Course Outline

YCTC

YORK COUNTY TECHNICAL COLLEGE

COURSE SYLLABUS & OUTLINE

Course Title: GEN100 - College Success Management

Course Description:

This course is an introduction to academic, social and interpersonal aspects of the college experience. The opportunities provided will enable the student to be more productive, take better notes, reduce test anxiety, better manage their time, prepare for the job-seeking process, communicate more effectively, and develop general work ethics. This course must be taken prior to the completion of 12 credits in a degree or certificate program. Prerequisite: none.

Textbook:

Ellis, D. (1996). Becoming a master student. Houghton Mifflin Co: New York, NY.

Overall Course Objectives:

Upon successful completion of the course, students will be able to:

1. Discuss how the student is responsible for his/her own experience in college.
2. Discuss ways he/she can create a successful and satisfying experience in college.
3. List and describe specific methods to
    1. Improve ability to recall information
    2. Manage time more efficiently
    3. Read a textbook with improved retention
    4. Prepare for and take tests with reduced anxiety
    5. Take effective notes
    6. Present clear reports, both written and oral
    7. Listen and comprehend a class lecture
    8. Apply creative and critical thinking skills
4. Examine personal ideas and decisions regarding issues typically faced by college students such as, personal relationships, teacher-student relationships, and health related practices.

5. Identify and utilize resources that are available on campus and in the community that can assist students with problems related to health, academics, personal relationships, library research, course changes, work, etc.

6. Effectively use a style of communication that facilitates interactions with friends, family members, and instructors in ways helpful to the learning process.

7. List several guidelines for making plans that help guarantee success.

Evaluation Procedure:

Journal/Portfolio	50%
Participation	25%
Quizzes	15%
Oral Presentation	10%

Attendance Policy:

Your success in this course will depend in large measure on the interest, willingness, and enthusiasm that you and your classmates bring to the experience. You are expected to be an active participant in group activities and class discussions. Because so much of the learning experience in the class is interactive and participatory, attendance is mandatory. Each student is allowed two unexcused absenses during the term, it is suggested you hold them for use in case of illness, family emergency, car trouble, etc.

Journal/Portfolio:

Each student will need to purchase a 1" three-ring binder for your journal/portfolio. You will be handing this binder into me at the end of the term. This assignment will be the major assignment for the course and will combine your writing assignments from the textbook and provide you with the beginnings of a career portfolio. Specific details of this assignment will be discussed in class.

Quizzes:

Five short quizzes will be given during the term. The lowest grade will be dropped. Quizzes may not be made up, however, if you do miss a quiz, you may use it as your lowest grade.

BEST COPY AVAILABLE

Course Outline and Objectives

Date	Topic(s)	Reading/Chapter
Class 1	Introduction: The First Steps in College Survival	1

* Students will gain an overview of the components of the course.
* Students will evaluate their current skill knowledge.
* Students will discuss the advantages and disadvantages of immediately implementing the new techniques and knowledge which they are acquiring.

Class 2	Resources I: library and community ***Meet at the College Library***	13

* Students will locate and evaluate available resources at the college library.
* Students will discuss resources available to local business and industry and citizens of the state and city.

Class 3	Resources II: college and home	

* Students will match resources available on campus that can assist them with problems related to health, academics, personal relationships, and financial aid.
* Students will examine personal ideas that facilitates listening to and confronting family members, personal relationships, and instructors.

Class 4	Diversity and Learning Styles	

* Students will explore the criteria for classifying various learning styles.
* Students will assess their personal learning style.
* Students will analyze criteria for establishing socially acceptable differences.

Class 5	Time management techniques Quiz	3

* Students will analyze their weekly time allocations.
* Students will analyze the pros and cons of concrete time structuring.
* Students will understand the effects of procrastination.
* Students will demonstrate their ability to keep a detailed time schedule.

Class 6	Resume writing and career development	Handouts

* Students will evaluate methods for focusing on career goals.
* Students will distinguish between acceptable and unacceptable standards based upon life stages and career expectations.

Class 7	Oral/group communication skills	

* Students will report verbally experiences of college including problems, frustrations, and successes.
* Students will describe and utilize a model for communication that is effective for sending and receiving information.

Class 8	Note taking and written communication Quiz	6, 9

* Students will understand the note-taking techniques presented in class.
* Students will learn how to successfully review notes.
* Students will understand the accuracy of their listening skill.
* Students will compare their notes with others to examine priorities.

Class 9	Memory techniques and reading comprehension	4, 5

* Students will understand the various memory techniques presented in class.
* Students will explore memory patterns and the effects of time on memory.
* The students will understand the reading techniques presented in class.
* Students will be able to define their reading tasks and set appropriate goals.

Class 10	Test-taking Quiz	7

* Students will understand effective techniques for studying presented in class.
* Students will examine when cramming works and when it doesn't.
* Students will explore how to place priorities on subject content.

Class 11	Critical Thinking	8

* Students will explore techniques which may contribute to creative thinking.
* Students will experience the application of brainstorming.
* Students will explore goals of critical thinking in situations of consequence.

Class 12	Relationships	10

* Students will explore various patterns of communication.
* Students will explore interpretations and evaluation of information.
* Students will discuss the effects of taking responsibility for initiating communication.

Class 13	Health and stress management Quiz	11

* Students will examine the mind/body interplay.
* Students will examine stress and its effects on work, school and family.
* Students will define wellness and methods of encouraging it.
* Students will examine addiction; its causes, effects and remedies.

Class 14	Oral Presentations	

* Students will present, using the skills discussed in previous classes, a short oral presentation to the class on a topic of their choosing.

Class 15	Wrap-Up Quiz The Next Steps...	14

* Students will review their present situation realistically.
* Students will examine and/or set future goals.
* Students evaluate the appropriateness of their goals.
* Students will have a clear conception of what "success" is to them.